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| STAGE 2 LESSON PLAN 2-1 | | | |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 5 |

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| Learning Goals: |
| * Using “ng” and “ing” * Using “but”, “or”, “and” capitalization and punctuation * Reading and conversation practice |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson5-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson5-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | ing” verbs Worksheet.pdf.pdf |
| Video : | Student can download and pre watch | Dumplings Around The World.mp4 |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Homework | 3 | 5 minutes |
| NG and ING sound | 4-7 | 10 minutes |
| Pancake poem | 8 | 5 minutes |
| ING verb worksheet and vocabulary | 9-13 | 10 minutes |
| Learning ‘because’ | 15-16 | 7 minutes |
| Dumplings | 17-19 | 7 minutes |
| Restaurant phrases | 21-22 | 8 minutes |
| Homework and Review | 23-24 | 6 minutes |
| **Extra time: slide 20 Food Bank picture**  Ask questions like:  Why are they in a line?  Why are there so many people  Who do you think cooked the food?  Explain the concept of feeding the homeless. | | |

**Instructional Strategies**

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| Slide 2 | Introduce yourself to the students. These are some prompts, but feel free to add more so the class can get to know you better. |
| Slide 3 | Get students to talk about the meals they had for breakfast, lunch and dinner. |
| Slide 4 | To make the NG sound, the middle/back part of the tongue is raising to touch the roof of the mouth. Demonstrate for the students and have them try to make the sound. |
| Slide 5 | When pronouncing “ing”, air is prevented from leaving the vocal tract when the back of the tongue lifts and presses against the soft palate at the back of the mouth. The soft palate drops, allowing air to pass out through the nose. Practice pronouncing the long “e” sound (the tongue is forward, with the body of the tongue near the tooth ridge), and then adding “ng”. |
| Slide 6-7 | Say each word, articulating it clearly. Then say the word again, in a more natural way. Read the sentence accompanying the word. Instruct the students to repeat the word, chorally and then individually. Then, instruct the students to repeat each sentence, chorally and then individually. |
| Slide 8 | Read each line and alternate between each student for an echo reading. Following this, circle the periods, question marks and periods. |
| Slide 9-10 | Have students open the “”ing” verbs Worksheet.pdf”.  Answers: Bowling, Smiling, Writing, Sweeping, Mopping, Skating, Sneezing, Drawing, Painting, Brushing, Thinking, Baking, Working, Playing, Juggling |
| Slide 11-13 | Match the verb to the photo. |
| Slide 14 | Get students to underline the root word for all the “ing” words and write it out in full (i.e. bowling=bowl). Practice reading the vocabulary they just learned. Alternate between students for each sentence. |
| Slide 15-16 | Explain slide.  Alternate between each student getting them to say where “because” belongs. |
| Slide 17-19 | Play “Dumplings Around The World.mp4”  Make sure to stop the video for discussion.  Follow up questions: Do you like dumplings? What kind of dumplings do you like? Why do you think that dumplings are so popular?  Why do the fillings change in different countries? Why do you think many countries have dumplings?  Ask the students what shape they would choose for their dumplings.  Ask the students what ingredients they would choose for their dumplings. They can choose ingredients that are not in the photos. |
| Slide 21-23 | Explain when you would use each phrase.  Read over the example and explain unknown vocabulary (customer, waitress, appetizer, main course/entrée, soda)  Get students to communicate with each other through video chat to create a script. One person should be the waiter. The others can be guests. |
| Slide 24 | Review what was learned for the day. |